Reading

Early Reading Strategies (ERS:1)
Phonemic Awareness and Phonological Knowledge

R:ERS:1: **Demonstrates phonemic awareness and applies phonological knowledge and skills by …**

R:ERS:1	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.

Early Reading Strategies (ERS:2)
Concepts of Print

R:ERS:2: **Demonstrates understanding of concepts of print during shared or individual reading by …**

R:ERS:2	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.

Vocabulary Strategies (V:1)
(Assumes a variety of text and increasing text complexity across grade levels.)

R:V:1: **Students identify the meaning of unfamiliar vocabulary by …**

R:V:4:1.1	**Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as, dictionaries, glossaries; or prior knowledge).**
Level 1 Entering	Match oral or written labels to pictures (e.g., pictures of singular or plural objects matched to words ending with or without *–s).*
Level 2 Beginning	Follow oral or written commands involving known base words, both with and without the prefix *un-,* with a partner (e.g., *Fold the paper. Unfold the paper.).*
Level 3 Developing	Categorize known base words with common affixes, with a partner and using a graphic organizer (e.g., sort *unfoldable* into *un-*, *fold*, and *-able* in the correct prefix, base word, and suffix sections of the graphic organizer); then check the words using a dictionary.
Level 4 Expanding	Connect known base words with the appropriate affixes, using a chart of known affixes, and write sentences that illustrate the words' meanings (e.g., connect *re-* with *paint,* and write a sentence using the word *repaint).*
Level 5 Bridging	Identify the meaning of unfamiliar vocabulary by using knowledge of prefixes, suffixes, and base words (e.g., *uncontrollable* means *not able to be controlled).*

Breadth of Vocabulary (V:2)

R:V:2. **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by …**

R:V:4:2.1	**Identifying synonyms, antonyms, homonyms/homophones, OR shades of meaning.** EXAMPLE: (of shades of meaning): cold, freezing
Level 1 Entering	Match synonyms and antonyms or homonyms/homophones (e.g., match *hot* and *cold, pair* and *pear*), using labeled picture cards.
Level 2 Beginning	List synonyms and antonyms or homonyms/homophones of a given word, using a word bank (e.g., given *good,* student chooses the synonym *great* and the antonym *bad).*
Level 3 Developing	Give examples of synonyms and antonyms or homonyms/homophones of given words, using illustrations, diagrams, and drawings, with a partner (e.g., student names synonyms of words that describe an illustration, and then names words that are antonyms).
Level 4 Expanding	Identify synonyms and antonyms or homonyms/homophones in text (e.g., *In this passage, which two words have similar meanings?*), in a group discussion.
Level 5 Bridging	Draw conclusions about synonyms and antonyms based on context of words in grade-level text (e.g., *The lad went to the store. Why did the author choose to use the word* lad *here?).*

R:V:4:2.2	**Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary.** EXAMPLE: (precise vocabulary): "In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious"
Level 1 Entering	Choose word cards to match known pictures shown by teacher (e.g., teacher shows picture of a story character; student chooses most appropriate word card to describe the character).
Level 2 Beginning	Identify appropriate content-area vocabulary, from a word bank, for a picture shown by the teacher (e.g. teacher shows a picture of a character from a known story, student chooses the word *character*).
Level 3 Developing	Match multiple-meaning words from a word bank to two different cloze sentences (e.g., *She threw a very fast pitch. When we go camping we need to pitch a tent.).*
Level 4 Expanding	Select words from a word bank that are more precise in meaning than underlined words in a story (e.g., choose *caring* rather than *good* to describe a character).
Level 5 Bridging	Select appropriate content area words to complete a cloze paragraph.

Initial Understanding of Literary Text (LT:1)
(Assumes increasing text complexity across grade levels)

R:LT:1 **Demonstrate initial understanding of elements of literary texts by …**

R:LT:4:1.1	**Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time.**
Level 1 Entering	Match pictures of characters from leveled stories that have been read and discussed with cards containing single words that describe each character.
Level 2 Beginning	Identify the problem and solution from illustrated text of a leveled story that has been read aloud.

Level 3 Developing	Describe traits of characters in leveled text, with a partner (e.g., students write basic character descriptions; other pairs of students try to identify the character).
Level 4 Expanding	Retell the major events of a story that has been read and discussed, using a story map.
Level 5 Bridging	Compare how a character changes from the beginning to the end of the story, after group discussion (e.g., cite examples from text that show a character's change over time).

R:LT:4:1.2	**Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.**
Level 1 Entering	Organize pictures to show correct plot sequence of a leveled story that has been read and discussed.
Level 2 Beginning	Organize sentence strips to reflect plot of a leveled story that has been read and discussed, in small groups.
Level 3 Developing	Produce a short skit that follows the plot of a leveled story has been read and discussed in class, in a small group.
Level 4 Expanding	Construct a poster to show the sequence of events of a story, using a story board or cartoon format.
Level 5 Bridging	Write a summary of the plot of a grade-level story that has been read and discussed.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)
(Assumes increasing text complexity across grade levels)

R:LT:4:2   **Analyze and interpret elements of literary texts, citing evidence where appropriate by …**

R:LT:4:2.1	**Making logical predictions.**
Level 1 Entering	Select the correct sequence card to show a logical ending to a story shown in three previous sequence cards.
Level 2 Beginning	Make predictions about a text, with a partner, based on a guided picture walk of a story.
Level 3 Developing	Confirm given predictions by reading text and explaining in writing why the predictions were or were not correct, in small groups.
Level 4 Expanding	Provide examples of what might happen next in a given story, in a small group, and support the ideas using details from the text.
Level 5 Bridging	Write a logical alternate ending to a familiar story.

R:LT:4:2.2	**Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits.**
Level 1 Entering	Draw and label pictures of characters in leveled text to show their physical characteristics.
Level 2 Beginning	Match adjective cards (e.g., *young, old, sad, happy, kind, mean)* to illustrations of story characters.
Level 3 Developing	Describe a story character based on the character's thoughts, words, or actions, in a small group, using words from a word bank (e.g., *Paul Bunyan is heroic because he created the American landscape).*
Level 4 Expanding	Write a short description of a character from a story read aloud by the teacher, with a partner.

Level 5 Bridging	Explain how quotes from a text show a character's personality traits (e.g., *"I wish everything I touched turned to gold,"* shows that King Midas is greedy).

R:LT:4:2.3	**Making inferences about problem, conflict, or solution.** EXAMPLE: 'What influenced the father's decision to let his son try the climb?
Level 1 Entering	Draw a picture that shows how a character in the story feels (e.g., draw a happy or sad face to show how the toucan feels in *The Great Kapok Tree).*
Level 2 Beginning	Describe in single words or short phrases, using illustrations from the text and a word bank, how a character might feel about a specific problem in the story (e.g., in *The Great Kapok Tree,* how might the toucan feel when his rainforest home is destroyed?).
Level 3 Developing	Predict possible problems, conflicts, or solutions based on information given in text, in a small group discussion.
Level 4 Expanding	Write a paragraph explaining how a problem or conflict could have been avoided based on background knowledge and literary elements in text (e.g., in *The Great Kapok Tree*, what could the lumberjacks have done instead of destroying the rainforest?).
Level 5 Bridging	Debate in a persuasive essay the message of a story (e.g., Is it a good idea to cut down the trees in the rainforest?).

R:LT:4:2.4	**Identifying who is telling the story.**
Level 1 Entering	Choose from a set of character picture cards the character who is telling a simple story that has been read aloud by the teacher.
Level 2 Beginning	Choose from a set of character picture cards the character who is telling a simple, picture-supported story that has been read independently.
Level 3 Developing	Name the character who is telling the story in a leveled reader, read with a partner.
Level 4 Expanding	Name the character who is telling the story in a leveled reader, read independently.
Level 5 Bridging	Name the character who is telling the story in grade-level text that is read independently.

R:LT:4:2.5	**Identifying author's message or theme.** EXAMPLE: "What was the author trying to say about friendship in this story?" (e.g., friendship begins with accepting differences)
Level 1 Entering	Draw a picture that illustrates the author's theme or message from a story read aloud by the teacher and discussed as a class.
Level 2 Beginning	Identify explicit messages or themes from illustrated text that has been read and discussed, by locating words indicating the message or theme in the text.
Level 3 Developing	Discuss the author's theme or message in a small group, and give a brief presentation to the class.
Level 4 Expanding	Perform a skit that demonstrates the author's theme or message.
Level 5 Bridging	Write a paragraph that describes the author's theme or message using details from the text.

Initial Understanding of Informational Texts (IT:1)
(Assumes increasing text complexity across grade levels)

R:IT:1:   **Demonstrate initial understanding of informational texts (expository and practical texts) by …**

R:IT:4:1.1a	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations).
Level 1 Entering	Use the table of contents of a leveled text to locate pages about given topics.
Level 2 Beginning	Use information from headings and subheadings to make a simple outline of a leveled text, with a partner.
Level 3 Developing	Make a list of the bolded words from an informational text; draw pictures of the known words; look up the unknown words in the glossary, and explain their meanings to a partner.
Level 4 Expanding	Discuss with a partner the information found in a chart or a graph from a leveled informational text; then explain the information to the class.
Level 5 Bridging	Preview a grade-level informational text by reviewing all the text features; then write a short description of what the book will be about.

R:IT:4:1.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details.
Level 1 Entering	Answer simple oral questions about the main idea and/or details of visually-supported text by pointing to pictures.
Level 2 Beginning	Answer oral questions about the main idea and/or details of visually-supported text using short phrases.
Level 3 Developing	Answer oral or written questions about the main idea and/or details of text using short sentences, in small groups.
Level 4 Expanding	Answer written questions about the main idea and/or details in a text using complete, connected sentences, with a partner.
Level 5 Bridging	Answer written questions about the main idea and/or details in a text using complete sentences and supporting responses with specific examples from the text.

R:IT:4:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
Level 1 Entering	Sequence information from a leveled informational text, using picture cards.
Level 2 Beginning	Match main ideas of a leveled text that has been read aloud to the corresponding details, with both main ideas and details written in very simple language.
Level 3 Developing	Complete a graphic organizer that shows the main ideas and details of an information text that has been read and discussed, with a partner.
Level 4 Expanding	Complete the graphic organizer as in Level 3; then write a short summary of the text, with a partner.
Level 5 Bridging	Prepare and present an oral summary of a grade-level informational text, including graphics and illustrations.

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)
(Assumes a variety of text and increasing text complexity across grade levels.)

R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by …

R:IT:4:2.1	Connecting information *within* a text, or *across* texts.

Level 1 Entering	Draw a picture of similar information found in two different sources (e.g., a desert food chain and a forest food chain.)
Level 2 Beginning	Draw a picture of similar information found in two different sources, and label the parts that are the same (e.g., a desert food chain and a forest food chain, with similar plants and animals labeled).
Level 3 Developing	Compare/contrast information on the same topic from two different sources, using a graphic organizer, with a partner.
Level 4 Expanding	Compare/contrast information on the same topic from two different sources, using a graphic organizer, independently.
Level 5 Bridging	Write a report comparing/contrasting information on the same topic from two different sources.

R:IT:4:2.2	**Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas).**
Level 1 Entering	Select the picture that best summarizes the ideas in a leveled passage that is read by the teacher.
Level 2 Beginning	Select the best title from a choice of three titles for a leveled passage that is read by the teacher.
Level 3 Developing	Create a summary in a small group after reading a leveled passage.
Level 4 Expanding	Compare two passages and identify what they have in common, in a small group.
Level 5 Bridging	Report on a specific topic using information from two different sources.

R:IT:4:2.3	**Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant.**
Level 1 Entering	Select the picture that shows the type of information that can be learned from a given text (e.g., after being read a weather report, student selects a picture showing people dressed in appropriate clothing, rather than people folding paper for origami, or people cooking a meal).
Level 2 Beginning	Identify the author's purpose, after hearing a leveled text that has been read aloud by the teacher, using a word bank (e.g., news article – informational; novel – entertainment).
Level 3 Developing	Discuss with a partner your opinion about the information in a short leveled text (e.g., interesting, boring, unusual, agree with, etc.); if your opinions are different, talk about reasons for those differences.
Level 4 Expanding	Discuss in a small group what conclusions can be drawn from a text that has been read and discussed; then independently write a short paragraph about the conclusions.
Level 5 Bridging	Write a paragraph, independently, that gives judgments or opinions about a text that has been read and discussed.

R:IT:4:2.4	**Distinguishing fact from opinion.**
Level 1 Entering	Match statements made by the teacher about pictures from illustrated text to cards stating *fact* or *opinion.*
Level 2 Beginning	Identify language associated with fact in non-fiction illustrated paragraphs (e.g., *I know that..., It is true that...).*
Level 3 Developing	Sort language associated with fact or opinion in non-fiction text (e.g., *I think that..., Science has shown that…, We believe that..., It could be..., We know that …).*
Level 4 Expanding	Compare information about the same topic from two leveled different texts, in a small group; then complete a graphic organizer showing facts that are the same, facts that are different, opinions that are the same, and opinions that are different.

Level 5 Bridging	Differentiate between statements of facts and opinions found in grade-level texts.

R:IT:4:2.5	**Making inferences about causes or effects.**
Level 1 Entering	Choose a picture that shows a possible effect based on an event that occurred in a non-fiction text that has been read aloud and discussed (e.g., based on a picture of a tsunami, select a picture that represents what could occur as a result of the tsunami).
Level 2 Beginning	Draw and label pictures of possible effects in response to identified causes in leveled non-fiction text.
Level 3 Developing	Make short statements about cause and effect, including words such as *because, so, since,* with a partner, in response to a leveled text that has been read and discussed.
Level 4 Expanding	Identify causes and effects from multiple paragraphs of a leveled text, in a small group.
Level 5 Bridging	Discuss in a small group appropriate effects for causes in a modified informational text from which the effects have been removed; then individually, write sentences to complete the missing effects.